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MISSION: "TO EDUCATE THE STUDENTS IN A HIGHLY PRODUCTIVE AND SAFE ENVIRONMENT EMBEDDED IN NATIONAL AND INTERNATIONAL VALUES AND SKILLS"  
VISION: "INNOVATIVE EDUCATION TO PRODUCE WORLD-CLASS, GLOBAL CITIZENS"

## Inclusion Policy

### Students of Determination and Diverse Learning Needs

*This procedure will be brought to the attention of staff at least once a year.*

Approved by	 Principal	Date of Issue	May, 2025	Review Date	May, 2026
Responsible Office	Inclusion	Available	School Website, Principal's office		

### **Vision Statement**

**To create an inclusive, equitable, and supportive learning environment where every child—regardless of background, ability, or need—is empowered to learn, succeed, and contribute meaningfully to society.**

### **Mission Statement**

**To ensure all children have equal access to quality education by fostering diversity, promoting inclusive practices, and supporting the holistic development of every learner. In line with the Ministry of Education's directives and national legislation, we commit to providing necessary resources, removing barriers to learning, and valuing each child as a unique and capable member of our learning community.**

## 1. Introduction

This Inclusion Policy is designed to promote equitable and inclusive educational practices within Pakistan Higher Secondary School-Ras Al Khaimah in alignment with the UAE's legal framework and principles on inclusive education. The policy supports all students, including those with special educational needs (SEN) and disabilities, to participate fully in the academic and social life of the school. This policy embraces diversity, promoting equal opportunities for all students, and it ensures the school meets national and international educational standards.

## 3. Legal Framework and Guiding Principles

The school's Inclusion Policy is guided by the following principles and frameworks:

- **UAE Federal Law on the Rights of People with Disabilities (Federal Law No. 29/2006)** This law ensures that people with disabilities, including students, are provided with appropriate accommodations and support for their education.
- **UAE School Inspection Framework** The inspection criteria focus on inclusive education as a key component of educational quality and effectiveness. The school adheres to the standards set by the UAE Ministry of Education
- **UN Convention on the Rights of Persons with Disabilities (CRPD)** The school follows international norms, particularly those enshrined in the CRPD, which advocates for the education and participation of students with disabilities on an equal basis with others

## Objectives of the Inclusion Policy

- Provide equal opportunities for all students to access and participate in the school curriculum and extracurricular activities.
- Ensure no student is excluded or marginalized due to their disabilities, learning needs, language, or socio-economic background.
- Ensure that students who require additional support (e.g., Special Education Needs coordinators, language assistance, and counseling) have timely and appropriate access to these resources.
- Provide ongoing professional development for educators to ensure they are equipped with skills and knowledge in inclusive teaching practices.
- Encourage active collaboration with parents and caregivers in shaping individualized education plans (IEPs) and supporting the holistic development of students.

#### 4. Definition of Inclusion

**Inclusive Education** in the UAE is defined as:

*“The provision of quality education for all students – including students of determination – in a common learning environment with appropriate support services. It is based on the principle that all learners, regardless of ability, have the right to access and participate in education in a welcoming and supportive environment that accommodates their individual needs and promotes respect, acceptance, and equal opportunities.”*

This definition aligns with **Federal Law No. 29 of 2006** (concerning the rights of people of determination) and the **UAE School for All – General Rules for the Provision of Special Education Programs and Services** issued by the Ministry of Education.

Following categories are accepted in school:

Common Barriers to Learning	Categories of Disability
Cognition and Learning	1. Intellectual Disability 2. Specific Learning Disorders 3. Multiple Disabilities 4. Developmental Delay
Communication and Interaction	5. Communication Disorder 6. Autism Spectrum Disorder
Social Emotional and Mental Health	7. Attention Deficit Hyper Disorder 8. Psycho-Emotional Disorders
Physical, Sensory and Medical	9. Sensory impairment 10. Deaf-Blind disability 11. Physical Disability 12. Chronic or Acute Medical Conditions

## 5. Scope

This policy applies to all students enrolled at Pakistan Higher Secondary School-Ras Al Khaimah, including:

- Students with disabilities (physical, cognitive, or sensory).
- Students with learning difficulties or developmental delays.
- Students from diverse cultural or linguistic backgrounds.
- Gifted and talented students.
- Students with chronic medical conditions.

### Inclusion Team:

Permanent members of the team are:

<b>Names</b>	<b>Designation</b>
<b>Mr Jamal Hassan</b>	<b>School Principal</b>
<b>Mr Amjad Ali Sher</b>	<b>Vice Principal</b>
<b>Ms Hina Saleem Wajahat</b>	<b>Head of Inclusive Education</b>
<b>Ms Quart Ul Ain Naveed</b>	<b>School Nurse</b>
<b>MsShabana Waheed</b>	<b>Teacher</b>
<b>Mr Muneeb ur Rehman</b>	<b>Teacher</b>

### Roles and Responsibilities of Supporting Team:

#### Principal:

- The Principal is responsible for the implementation of the Inclusion policy and for using the guidelines provided to ensure that every member of the school community is aware of their responsibilities to ensure that the learning needs of all registered students are met.
- Ensures inclusive provision is prioritized in leadership meetings, with goals to improve accessibility for students with additional learning needs.
- Appoints a dedicated team, including a Head of Inclusion, and Coordinators for Multilingual Learners and Gifted and Talented students.
- Provides staff with continuous training on adaptive teaching and safeguarding.
- Conducts risk assessments and implements evacuation plans for students with mobility, sensory, or behavioral needs.
- Ensures that all required data is submitted to MOE.

- Take responsibility for resolving incidents, such as bullying or discrimination, involving students with additional learning needs.
- Oversee the safe evacuation of people of determination during emergencies.

#### **Head of Inclusion:**

The Head of Inclusion, or leader of provision for students of determination, is expected to quality assure and review the implementation and impact of School- Home Provision for students of determination. In particular they should:

- Guide the teacher in the design, adjustment, and delivery of the student's home- Based learning experience
- Provide the advice and support required for the parent to be successful in their role.
- Supervise and provide guidance to the learning support assistant in their coordination Of the student's learning
- Adjust the targets and strategies set out in the individual education plan so that they align with the new learning context
- Review the student's progress in achieving the goals set out in their individual education Plan.
- Liaise with and work alongside other specialists such as speech and language Therapist or ABA practitioners to further enhance learning programmed

#### **General Education Teachers:**

- Help in developing individualized education plans (IEPs) for students with specific needs.
- Maintain high expectations for all students and monitor their progress.
- The classroom teacher should make daily and direct contact with the student of determination and their parent to ensure that connections between student's School-Home Provision and the most valuable elements of their typical learning experiences in school are maintained.
- Adapt and modify curriculum to meet the needs of all learner
- Learning tasks are connected to their assessed starting points in school, their attainment levels, their strengths, and their challenges
- Social connections with peers are maintained.

#### **School Nurse:**

- Identifies and monitors medical conditions that affect learning
- Develops and manages Individual Health Care Plans (IHPs)
- Contributes medical input to Education, Health and Care Plans (EHCPs) and IEPs
- Recommends adjustments to support inclusive participation
- Trains school staff in emergency care and medical procedures
- Ensures safe access to activities for students with health needs
- Identifies and refers safeguarding or mental health concerns
- Communicates with families, healthcare providers, and school staff
- Supports the integration of health needs into the learning environment
- Advocates for the inclusion and well-being of all students

**Commented [1]:** Add 5-7 responsibilities for each member

### Parents:

- Actively engage in the educational process through regular communication with school staff.
- Collaborate on creating and reviewing IEPs and provide input on their child's progress.

### Admission of students with determination:

PHSS (RAK) is committed to inclusive education and welcomes applications from students of determination. The school follows a transparent and supportive admission process that aligns with the UAE's federal and local policies on inclusive education.

PHSS (RAK) admits students of determination without requiring a formal diagnosis at the time of application. Priority is given to siblings of current students. Parents are strongly encouraged to disclose any known or suspected special educational needs during the admission process to enable the school to plan for appropriate support. Submission of previous school reports is a mandatory requirement during the admission process.

Commented [2]: Good , keep them

i-Parents submit the application form and attach all required reports and documents:

- The Inclusion Head of Department (HoD) reviews the application and the submitted reports.
- If needed, the HoD arranges a meeting with the parents for further discussion.
- The HoD observes the child in the school setting and conducts an initial assessment.
- The child's support needs are evaluated based on the assessment and reports.
- The inclusion team discusses the case and decides if the school can meet the child's needs.
- A final admission decision is made by the Inclusion HoD and school leadership.
- The decision is communicated to the parents, along with any recommendations for support.

ii-Parents submit the application form without documents:

- Teachers identified/suspect any issue with the child during admission test or process.
- Applicant would be referred to inclusion team.
- If needed, the HoD arranges a meeting with the parents for further discussion.
- The HoD observes the child in the school setting and conducts an initial assessment.
- The child's support needs are evaluated based on the assessment and reports.
- The inclusion team discusses the case and decides if the school can meet the child's needs.
- A final admission decision is made by the Inclusion HoD and school leadership.
- The decision is communicated to the parents, along with any recommendations for support.

### Core Inclusive Services (Provided at No Extra Cost)

The following inclusive services are provided by the school and **included in standard tuition**:

- Differentiated classroom instruction
- Access to the school's **Inclusion Support Team**
- Development and implementation of **Individualized Education Plans (IEPs)**
- Basic in-class accommodations (extra time, seating adjustments, visual aids, etc.)

- Classroom observations and teacher consultations
- Periodic review and progress monitoring of student needs

### Additional Services (May Incur Extra Fees)

Where a student of determination requires support **beyond the school's standard inclusion provision**, the following services may be offered with **additional fees**, subject to prior parental approval:

Service	Fee Basis
1:1 learning support assistant (shadow teacher)	Monthly or annual, case-based(if available)
Speech and language therapy	Per session or monthly package(if available)
Occupational therapy	Per session or monthly package(if available)
Behavioral therapy (ABA or CBT)	Per session or plan-based (if available)
Psychoeducational assessment (external)	As per provider's rate
Assistive technology tools (e.g., devices)	Case-by-case (equipment cost)
Specialized transport for SODs	Monthly (if available)

### 9. Pre Referral Procedure:

To ensure early identification and support for students with potential learning or developmental needs, the following six-stage **pre-referral** process will be followed:

1. **Observation:** Teachers observe academic, behavioral, or social-emotional concerns and document them.
2. **Initial Strategies:** Teachers implement classroom-based interventions and differentiated instruction.
3. **Monitoring:** The student's progress is monitored and recorded over a 2–4 week period.
4. **Team Consultation:** Teachers consult with the school's Inclusion Support Team (IST) to review concerns and strategies.
5. **Parent Meeting:** A meeting with parents/guardians is held to discuss observations and intervention outcomes.
6. **Decision on Referral:** If concerns persist, the IST decides whether to proceed with a formal referral for assessment.

### Referral Procedure

- A formal **Referral Form** is completed by the teacher and submitted to the Inclusion Coordinator.
- **Parental consent** is required before any assessments begin.
- The student may be referred for a **psychoeducational assessment**, medical evaluation, or therapy consultation, depending on observed needs.

## Psychoeducational and Medical Reports

- Reports must be from recognized professionals (psychologists, therapists, pediatricians).
- These are required to help develop an **Individualized Education Plan (IEP)** or accommodations.
- Updated assessments may be requested periodically to support the student's progress.

### Identification:

- The Head of Inclusion will review the referral documents to understand the student's needs.
- A classroom observation will be conducted to assess learning behaviors and engagement (2-4weeks).
- Subject teachers will meet to discuss the student's academic performance and challenges.
- The Present Level of Achievement form will be used to document the student's current standing.
- Screeners will be provided to teachers evaluate the student's cognitive and academic profile.
- Based on the gathered data, a decision will be made regarding parental involvement for a psychoeducational assessment or internal support.

## Inclusion Provision Framework – PHSS (RAK)

PHSS (RAK) adopts a tiered approach to supporting students of determination, using a **three-wave model of intervention**. This ensures that all students receive the level of support appropriate to their individual needs, promoting access, participation, and progress in the mainstream setting. The school has categorized provision in 4 groups:

1. Gifted and Talented (Refer to Gifted & Talented Policy)
2. Level 1
3. Level 2
4. Level 3

### Level 1 Universal Support (Quality First Teaching)

**Target Group:** All students, including those with mild or emerging needs

**Delivered By:** Class/subject teachers

- High-quality, differentiated teaching in the classroom
- Inclusive teaching strategies that address a range of learning styles
- Use of visual aids, scaffolding, and varied assessment methods
- Classroom accommodations (e.g., seating, additional time, simplified instructions)
- Monitoring and observation by teachers

- Early identification of at-risk students through ongoing assessment

*Students receiving Wave 1 support do not require placement on the SEND register.*

### **Level 2 – Targeted Support (Short-Term Interventions)**

**Target Group:** Students who need additional support beyond the classroom to close gaps in learning

**Delivered By:** Inclusion Support Team in collaboration with teachers

- Small group interventions focused on specific skills (e.g., literacy, numeracy, behavior)
- Short-term withdrawal sessions or in-class support
- Social-emotional support programs or peer mentoring
- Use of adapted resources or assistive technology
- Regular progress tracking against specific targets

*Students may be under monitoring or flagged for potential inclusion on the SEND register if limited progress is made.*

### **Level 3 – Specialist and Individualized Support**

**Target Group:** Students of determination with significant or long-term needs

**Delivered By:** Inclusion Support Team, specialists (e.g., therapists), in coordination with external professionals

- Individualized Education Plan (IEP) with clearly defined goals and accommodations
- 1:1 or highly personalized intervention programs
- Specialist services (e.g., speech and language therapy, occupational therapy, behavior support)
- Regular review meetings with parents and multidisciplinary teams
- Transition planning and tailored curriculum adjustments where needed

*Students at Wave 3 are formally on the SEND register and may require external assessments or diagnostic reports.*

### **Integration with MoE SEND Registration**

- Students identified through internal or external screening as having a special educational need must be:
  - Registered with the **MoE SEND database**
  - Supported through an **Individualized Education Plan (IEP) or Student Support Plan**

### **Individualized Education Plan (IEP):**

At PHSS (RAK), Individualized Education Plans (IEPs) are developed collaboratively by the Inclusion Support Team, class/subject teachers, and parents. The process involves identifying the student's strengths and needs, setting specific and measurable goals, and outlining appropriate accommodations and support strategies. IEPs are reviewed regularly—at least once per term—to monitor progress and make necessary adjustment.

### **Curriculum Adaptations and Support:**

- **Differentiated Instruction:** Teachers will modify their teaching strategies to meet the diverse needs of students, including differentiated tasks, learning materials, and assessments.
- **Accommodations:** Students with disabilities or learning difficulties will receive accommodations, such as extended time for exams, alternative formats for learning materials, or the use of assistive technologies.

**Inclusive Extracurricular Activities:** The school will ensure that students with special needs have access to extracurricular activities, including sports, arts, and clubs, with necessary adjustments made for full participation.

### **Collaboration with External Services**

- **Multi-Agency Working:** Collaboration with external services such as social care, health services, and local authority transition teams to ensure a holistic approach.
- **Specialized Support for Higher Education or Employment:** For those transitioning into further education or work, offering targeted support, such as career advice, skills workshops, and reasonable adjustments.

#### ➤ **Engagement of the Young Person**

- **Involvement of the Student:** Actively involving the young person in planning their transition, listening to their views, and ensuring their preferences and aspirations are taken into account.
- **Self-Advocacy Training:** Preparing students with SEND to express their needs and advocate for themselves during transitions.

### **Professional Development**

- The school will ensure that all staff members receive regular training in inclusive education practices. This includes:
  - Understanding the diverse needs of students.
  - Developing skills for adapting teaching methods.
  - Using assistive technologies and tools to support inclusive education.
  - Legal frameworks related to inclusive education.

### **Monitoring and Evaluation**

- The school will regularly monitor the implementation of the Inclusion Policy through:
  - Reviewing progress on IEP goals.
  - Conducting surveys and feedback sessions with staff, students, and parents.
  - Regular inspections of the school's inclusive practices.
- An annual review of the Inclusion Policy will be conducted to assess its effectiveness and make necessary adjustments.

### **Collaboration with External Agencies**

- The school will collaborate with external professionals, including:
  - Special education experts.
  - Health professionals (e.g., speech therapists, psychologists, and occupational therapists).
  - Government agencies and non-governmental organizations that support individuals with disabilities.

This policy will be reviewed annually to ensure it remains relevant and effective in meeting the evolving needs of our diverse student body